

**UNIT OUTLINE**

Year: 12 Accreditation: M

Timetable Period: Semester 1 2021

Classroom Teacher: Jane Watson

Executive Teacher: Clint Codey

<b>Course Title</b>	Drama M	<b>Course Code:</b>	0240
<b>Semester Unit</b>	Dramatic Explorations	<b>Unit Value/Code:</b>	1.0/06305
<b>Term Unit (a)</b>	Dramatic Explorations a	<b>Unit Value/Code:</b>	0.5/06306
<b>Term Unit (b)</b>	Dramatic Explorations b	<b>Unit Value/Code:</b>	0.5/06307

**Specific Unit Goals**

This unit should enable students to:

- describe features of techniques and skills involved in developing a performance
- identify the elements: structure, conflict, dialogue and style when devising or demonstrating theatre
- create/perform works that demonstrate the use of some dramatic techniques and skills involved in developing a performance
- reflect on some historical influences and styles on the development of theatre

**Content Summary:**

- the techniques and skills involved in developing a performance
- exploration of the use of role, characterisation, structure, conflict, dialogue and style when devising and demonstrating theatre
- experimentation with the use of dramatic techniques and skills involved in developing a performance
- exploration of some historical influences and styles on the development of theatre

**Assessment:**

TASK	DUE DATE	WEIGHTING
<i>Making</i> – Performance 1	Week 5	25%
<i>Responding</i> – Website	Week 8	25%
<i>Responding/Making</i> - Composition - Playbuilding	Week 12	25%
<i>Making</i> - Performance 2	Week 16 or TBA	25%

**SPECIFIC ENTRY & EXIT REQUIREMENTS FOR TERM UNITS:**

This is a Semester Unit, students wishing to enter or exit after the end of term must have the change approved by the Academy Executive Leader and need to complete 50% of the assessment

### **Assessment criteria for assessment and reporting of student achievement**

The following assessment criteria are a focus for assessment and reporting in this unit. Criteria are the essential qualities that teachers look for in student work. These criteria must be used by teachers to assess student's performance, however not all of them need to be used on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

#### **Students will be assessed on the degree to which they demonstrate:**

- *understanding and analysis of key concepts and content*
- *creativity in forming their own works*
- *acquisition and communication of practical skills*
- *communication through performance*
- *working individually and collaboratively*

### **Attendance and Participation**

It is expected that students will attend and participate in all scheduled classes/contact time/structured learning activities for the units in which they are enrolled, unless there is due cause and adequate documentary evidence is provided. Any student whose attendance falls below 90% of the scheduled classes/contact time or 90% participation in structured learning activities in a unit, without having due cause with adequate documentary evidence will be deemed to have voided the unit. However, the principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

### **Completion of Assessment Items**

Students are expected to substantially complete and submit all assessment items. Exemption from an item and/or alternative assessment without penalty is available to students providing adequate documentary evidence. In order to meet the minimum assessment requirements of a unit, a student must substantially complete and submit at least 70% of the total assessment. However, the principal has the right to exercise discretion in the award of a grade or score in special circumstances where satisfactory documentation is supplied.

### **Late Submission of Assessment Tasks (Non-Test Tasks)**

Students are encouraged to submit work on time as this is a valuable organisational skill and a key tenet of assessment condition standardisation. Students are also encouraged to complete work, even if it is late, as soon as possible after the due date. The following policy is to ensure equity for all students:

- All assessment tasks are expected to be submitted by the specified due time and date. Unless otherwise stipulated, the due time is 4.00pm for the physical submission of assessment and 11:59pm for the digital submission of assessment, on the due date.
- Unless there are exceptional circumstances, students must apply for an extension to the specified due date in advance, providing due cause and adequate documentary evidence for late submission.
- Where marks are awarded for assessment tasks, a late penalty will apply unless an extension is granted. The penalty for late submission is 5% of possible marks per calendar day late, including weekends and public holidays, until a penalty of 35% or the notional zero is reached.
- If an item is more than 7 days late, it receives the notional zero score. Submission on weekends or public holidays may not be acceptable if a physical submission is required.
- Where marks are not awarded, and a grade only is given for an assessment task, teachers will take into account the extent to which students have demonstrated their ability to complete and submit the task by the due date (taking into account any extensions granted) in awarding the grade.
- It may not be possible to grade or score work submitted late after marked work in a unit has been returned to other students. Work not submitted by the time marked work is returned to

other students may be declared as 'Not submitted'. The principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation has been provided.

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### **Notional Zeros**

Where students fail to hand in assessment items for which marks are awarded, they will be awarded a notional zero for that assessment item. The notional zero will be a score, which lies between 0.1 of a standard deviation below the lowest genuine score for that item and zero. Note: if the lowest genuine score is zero, the notional zero is zero.

### **Cheating and Dishonest Practice**

The integrity of the College's assessment system relies upon all involved acting in accordance with the highest standards of honesty and fairness. Plagiarism is the copying, paraphrasing or summarising of work, in any form, without acknowledgement of sources, and presenting this as a student's own work. Examples of plagiarism could include, but are not limited to:

- submitting all or part of another person's work with/without that person's knowledge
- submitting all or part of a paper from a source text without proper acknowledgement
- copying part of another person's work from a source text, supplying proper documentation, but leaving out quotation marks
- submitting materials which paraphrase or summarise another person's work or ideas without appropriate documentation
- submitting a digital image, sound, design, photograph or animation, altered or unaltered, without proper acknowledgement of the source.

### **Right to Appeal**

The ACT system operates a hierarchy of reviews and appeals:

- Student seeks review from teacher regarding assessment task mark/grade, unit score, unit grade, course score
- Student seeks review from head of department, if required following review by teacher
- Student appeals to her/his college principal for a review of college assessment relating to assessment task grade/mark, unit grade, unit score, course score, penalty imposed for breach of discipline in relation to assessment
- Student, who has been through the college appeal process, may appeal to the Board against the college procedures by which the appeal decision was reached.

### **FURTHER INFORMATION ON RELEVANT BSSS POLICIES CAN BE FOUND HERE:**

[http://www.bsss.act.edu.au/\\_data/assets/pdf\\_file/0004/479803/P\\_and\\_P\\_Manual\\_2021\\_v4.pdf](http://www.bsss.act.edu.au/_data/assets/pdf_file/0004/479803/P_and_P_Manual_2021_v4.pdf)  
or <https://tiny1.io/3Tjm>

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**Class Teacher:** Jane Watson

*Drama Achievement Standards for M Course*

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Responding</b>	<ul style="list-style-type: none"> <li>describes dramatic processes and practices with independence</li> <li>describes the purpose of drama in personal and cultural contexts with independence</li> </ul>	<ul style="list-style-type: none"> <li>describes dramatic processes and practices with some assistance</li> <li>describes the purpose of drama in a personal context with some assistance</li> </ul>	<ul style="list-style-type: none"> <li>recounts dramatic processes and practices with occasional assistance</li> <li>recounts the purpose of drama in a personal context with occasional assistance</li> </ul>	<ul style="list-style-type: none"> <li>identifies dramatic processes and practices with continuous guidance</li> <li>identifies the purpose of drama in a personal context with continuous guidance</li> </ul>	<ul style="list-style-type: none"> <li>identifies dramatic processes and practices with direct instruction</li> <li>identifies the purpose of drama in a personal context with direct instruction</li> </ul>
<b>Making</b>	<ul style="list-style-type: none"> <li>creates drama performances that are informed by an understanding of processes and practices with independence</li> <li>creates drama performances, selects processes and practices, stagecraft and technical resources appropriate for purpose and audience with independence</li> <li>performs with control, reflects on the creative process and works collaboratively and independently</li> </ul>	<ul style="list-style-type: none"> <li>creates drama performances that are informed by some understanding of practices with some assistance</li> <li>creates drama performances, selects processes and practices, stagecraft and technical resources with some assistance</li> <li>performs with some control, reflects on the creative process and works collaboratively and independently</li> </ul>	<ul style="list-style-type: none"> <li>creates drama performances that are informed by some understanding of practices with occasional assistance</li> <li>creates drama performances, selects processes and practices, stagecraft and technical resources with occasional assistance</li> <li>performs, with some reflection on the creative process and works independently</li> </ul>	<ul style="list-style-type: none"> <li>creates drama performances that are informed by basic understanding of practices with continuous guidance</li> <li>creates drama performances, selects processes and practices, stagecraft and technical resources with continuous guidance</li> <li>performs, with little reflection on the creative process</li> </ul>	<ul style="list-style-type: none"> <li>creates drama performances that are informed by limited or no understanding of practices with direct instruction</li> <li>creates drama performances, with direct instruction</li> <li>performs, with little or no reflection on the creative process</li> </ul>